



UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

**Teacher's Name:** Daniel Cox  
**Grade Level:** 9-Diploma

**Date of Lesson:** Lesson 1 (2-day lesson)  
**Topic:** Civil War and Reconstruction

**Objectives**

**Student will understand that** analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

**Student will know** military and governmental leaders, Mexican-American War, Dred Scott Decision, Underground Railroad, Abraham Lincoln, the Compromises of 1820 and 1850, and fugitive slave act.

**Student will be able to do** understand the enduring themes and legacies that set the United States on the predestined course of Civil War through inaction and attempts to ignore the injustices caused by the slave system.

**Maine Learning Results Alignment**

*Social Sciences-E History*

*E1: Historical Knowledge, Concepts, Themes, and Patterns*

*Grade 9- Diploma "Civil War and Reconstruction" 1850-1877*

*Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy ideals and institutions in the world.*

*b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.*

**Rationale:**

Students will learn the multitude of reasons that led to the Civil War and how similar issues impact the United States, our position in the world, and also other countries where we are currently involved in conflicts. Only through knowledge of the plethora of reasons that led to the Civil War will the students be able to better analyze current events.

**Assessment**

**Formative (Assessment for Learning)**

Students will be asked to write a short blog entry, as their first in a series of blogs, with their current understandings of the Civil War and the events that led to the war. They will given a list of prompts to respond to.

**Summative (Assessment of Learning)**

Students will take a twenty question-matching quiz of names or events with their description.

Name \_\_\_\_\_ Date \_\_\_\_\_

**KWL Chart**

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned

## **Integration**

English: Writing, discussion, and reading,

Technology: Internet research, and blogging.

## **Groupings:**

Students will be broken into groups of four by their birthday. Each member of the group will be assigned the role of either leader, time keeper, recorder or observer. Each group will conduct internet research that will provide greater depth of the information presented in class over the issues that lead up to the Civil War.

## **Differentiated Instruction**

### **Strategies**

**Linguistic**: getting into groups, group discussions

**Logical**: sorting into groups

**Musical**: music playing during the group work and during sorting

**Kinesthetic**: moving into groups

**Interpersonal**: group work, class discussion regarding formative assessment

**Intrapersonal**: blog activity

### **Modifications/Accommodations**

I will review students IEP, 504 or ELLIDEP and make appropriate accommodations. Students that miss any class instruction time will be responsible for contacting the teacher to receive any handouts and to ensure that the student is comfortable with the material covered. The student will be further responsible for getting any notes missed from a fellow student. If an assessment is missed the student will contact the teacher to ensure the assessment, or an alternative assignment, is made up as soon as possible to ensure the student maintains pace with the class

### **Extensions**

Students will maintain a weekly blog and comment what information they have gained from the lesson and what new concepts that have attained, they should also include one thought provoking question about unclear material. This will allow the student time to delve into the material and approach the higher levels of Bloom's Taxonomy of the analyzing and synthesizing levels.

## **Materials, Resources and Technology**

### **Day 1 Materials:**

Laptops-one per student

Wireless internet network

Textbook

Notebooks

Pens/Pencils

Syllabus

3x5 notecards  
KWL graphic organizer  
LCD projector  
Student manila folders

**Day 2 Materials:**

Laptops-one per student  
Wireless internet network  
Textbook  
Notebooks  
Pens/Pencils  
Syllabus  
3x5 notecards  
KWL graphic organizer  
LCD projector  
Student manila folders

**Source for Lesson Plan and Research**

[What Caused the Civil War?](#)  
[Cotton Production in 1860](#)  
[King Cotton](#)  
[Missouri Compromise](#)  
[Kansas-Nebraska Act](#)  
[Henry Clay](#)  
[Dred Scott](#)  
[Abraham Lincoln](#)  
[Frederick Douglass](#)  
[John C. Calhoun](#)  
[John Brown's Raid](#)  
[Jefferson Davis](#)  
[Abolitionist](#)  
[Underground Railroad](#)  
[Bleeding Kansas](#)  
[Compromise of 1850](#)  
[Lecompton Constitution](#)  
[Secession](#)  
[Border States](#)  
[Election of 1860](#)  
[Stephen A Douglas](#)  
[Mexican-American War](#)  
[Fugitive Slave Law](#)

**Maine Standards for Initial Teacher Certification and Rationale**

*Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.*

**Rationale:** This lesson will meet Standard Three through the use of multiple intelligences as well as the various activities during the lesson. Students will have the opportunity to work in small groups where

they can actively exchange thoughts and ideas, but also have time for self-reflection and a reassessment of what they have learned prior to this instruction. By having the opportunity to explore sources on the internet and to actively participate in exchange of websites with classmates students will be learning how to better assess what they are finding on the internet and judging the value of the material contained on the website. Students will be encouraged to actively participate in class discussions through with fellow students that are attentive to the sharing of new thoughts and ideas.

- ***Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

**Rationale:** Standard Four will be met through a classroom discussion prior to starting the lesson to judge prior learning and how to incorporate that into the lesson plan to reduce the amount of duplicate instruction given. Invariably there will be some duplication as not all students are going to share fully what they have knowledge of to prevent peer pressure. By building on prior learning the students will have a better opportunity for learning new material as well as reflecting on what material they already know. This lesson will both reinforce the previous learning as well as introduce new material to enrich the students understanding of the period.

- ***Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students' needs.***

**Rationale:** Standard Five will be met through the understanding that students in today's classroom have a deeper and better working knowledge of the computer than students just a few years ago. The lesson will incorporate multiple technological approaches to present the material in a way that students, even in today's technology driven society will be engaged. This will also be accomplished through a continued blog assignment which will be brought forward throughout the semester and expectations that they are not only writing their own blogs but also providing feedback on different blogs throughout the semester as assigned.

- ***Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

**Rationale:** Standard Eight will be reached by starting the class with a KWL chart which will allow the students to first list what they already know to prevent duplicate instruction. The students will also be performing multiple blog entries over the course of the semester which will demonstrate to the instructor where each of the students are without the peer pressure of classroom participation. The lesson will conclude with a matching quiz that will demonstrate the overall effectiveness of the lesson as well as a gauge on retention. This information will be built upon throughout the entire lesson block.

### **Teaching and Learning Sequence:**

#### **Day 1 Sequence:**

#### **Agenda:**

Attendance/Students settle in  
Introduction of the teacher  
Course overview  
Discussion of the hook and KWL chart  
Events leading up to the Civil War  
Close with reinforcing material covered

As the students enter the classroom for the first time the room will be arranged in a horseshoe shape configuration with my desk off to the side of the classroom out of the way of the student desks. At each desk they will find a manila folder with their name on it on each of the desks alphabetically for the first part of the lesson. Inside each of the folders will be from top to bottom, the class syllabus, the KWL graphic organizer, and 3x5 cards for the students to put their preferred names on for a visual representation. On the board will be the question, “Was slavery a self-limiting institution, or did slavery have a natural end without the necessity for the Civil War?” This will encourage the students to begin thinking about slavery as more than just a thing that caused the Civil War but rather an institution that may have been self-limiting and caused hundreds of thousands of unnecessary deaths. **Where, What, Hook, Equip, Tailor: Linguistic, Intrapersonal** (10 minutes)

Following the students all finding their folders and the desks I will give a short introduction of who I am and a review of the packet of what they have in front of them. We will then go over the syllabus and cover all of the major points of the syllabus to include classroom expectations, behavior and what is expected of them while they are in the classroom. There will be a short period for questions and answers to allow for discussion of the syllabus and ensure the students are in agreement with the syllabus, any questions or concerns will be addressed immediately. **Reflective, Organization, Tailor: Linguistic,** (20 minutes)

After addressing the questions on the syllabus the students will take several minutes to address their thoughts on the hook and what they felt as they were walking in the door and taking their seats. I would question them on the impact of seeing the flag and what their feelings were about the upcoming class. After this discussion the students will be asked to fill out the KWL chart regarding the Civil War and the events leading up to the Civil War. **Where, Why, Equip, Explore, Rethink, Evaluate Tailor: Interpersonal, Intrapersonal, Linguistic** (20 minutes)

Discussion will begin on the events leading up to the Civil War and how that would mirror the events that led up to the United States involvement in Afghanistan and Iraq. As we discuss the events prior to the Civil War we will be also looking at how the current situation in Iraq was arrived at and discuss if there are any parallels. This will give the students the opportunity to more closely examine the events of the 1800s with the events of today. Emphasis will be placed on leaders, key events and the escalation of events that led the United States to Civil War. Discussion will be focused on Abraham Lincoln, Stephen Douglas, popular sovereignty, John C. Calhoun, Henry Clay and Jefferson Davis. It will be made clear to the students that they will be taking an assessment before the end of the next period. (20 minutes) **Where, Why, What, Equip, Experience, Rethink, Evaluate, Tailor: Linguistic, Interpersonal, Intrapersonal**

### **Day 2 Teaching Sequence:**

#### **Agenda:**

Attendance/Students settle in  
Discussion of topics covered in last period  
Continue classroom discussion of events leading up to the Civil War  
Clarifying questions/comments  
Summative assessment

As the students enter for the second day they will find the classroom arranged in the usual horseshoe shaped configuration. They will be instructed to return to the same group they were working in during the previous class. Time will be given for the students to settle in and get out their textbooks,

notebooks, and other materials needed for the period. The period will commence with a follow up to the previous day's discussion and where we left off with that class. The students will have time for clarifying questions or comments from the students. **Where, Why, What, Equip, Rethink, Revise, Tailor: Linguistic, Kinesthetic, Interpersonal, Intrapersonal** (15 minutes)

Discussion will continue over the course of events that occurred prior to the start of the Civil War. Students will perform web searches through the utilization of search engines to locate the key information for the lesson with discussion based on what information was found and how it may or may not contradict other information that is found. This will allow the class as a whole to identify good search engines as well as some good examples of website analysis. The instruction will focus on the Compromise of 1820, the Compromise of 1850, which includes the fugitive slave act, Dred Scott Decision and Frederick Douglas, John Brown's Raid and Bleeding Kansas. The class will also work on developing a solid foundation on which to base the escalation to the Civil War. Close attention will be drawn to the events leading to the current crisis in both Iraq and Afghanistan. The students will be asked to note any comparisons and contrasts between the two situations. **Why, Equip, Explore, Experience, Rethink, Evaluate, Tailor: Linguistic, Logical, Interpersonal, Intrapersonal**(40 minutes)

Following any clarifying questions I will introduce the students to the concept of blogging and give a brief statement about the blog requirements for this course. Once again ask for any clarifying questions and if there are none distribute the assessment to be collected at the close of the period. The assessment will be an unassisted assessment, meaning they cannot utilize notebooks, textbooks, computers or their neighbors papers when completing the assessment. **Where, Why, What, Equip, Experience, Rethink, Evaluate, Tailor: Linguistic, Logical, Interpersonal, Intrapersonal** (25 minutes)

**Reflection:**

## Formative Assessment for Lesson 1

Abraham Lincoln: \_\_\_\_\_

\_\_\_\_\_

John C. Calhoun: \_\_\_\_\_

\_\_\_\_\_

Missouri Compromise: \_\_\_\_\_

\_\_\_\_\_

Mexican-American War: \_\_\_\_\_

\_\_\_\_\_

Frederick Douglas: \_\_\_\_\_

\_\_\_\_\_

Underground Railroad: \_\_\_\_\_

\_\_\_\_\_

Fugitive Slave Law: \_\_\_\_\_

\_\_\_\_\_

Emancipation Proclamation: \_\_\_\_\_

\_\_\_\_\_

Charles Sumner: \_\_\_\_\_

\_\_\_\_\_

Jefferson Davis: \_\_\_\_\_

\_\_\_\_\_



## Summative Assessment Lesson 1

- A.) Compromise of 1820
- B.) Abraham Lincoln
- C.) Border States
- D.) Secession
- E.) South Carolina
- F.) Election of 1860
- G.) Stephen Douglas
- H.) Lecompton Constitution
- I.) Popular Sovereignty
- J.) John Brown's Raid
- K.) Underground Railroad
- L.) Cotton Gin
- M.) Dred Scott Decision
- N.) Frederick Douglas
- O.) John C. Calhoun
- P.) Fugitive Slave Law
- Q.) Abolitionists
- R.) Mexican-American War
- S.) Bleeding Kansas
- T.) Compromise of 1850

\_\_\_ 16<sup>th</sup> President of the United States, assassinated after winning second term

\_\_\_ Advocate for states' rights, proponent of slavery, passed gag rules prohibiting discussion of slavery in Congress

\_\_\_ Written to oppose the anti-slavery Topeka Constitution

\_\_\_ Abolished slave trade in Washington, D.C., contained the Fugitive Slave Act, admitted California as a free state

\_\_\_ Act of withdrawing from an organization or political entity

\_\_\_ Effort to help runaway slaves escape to freedom in the North

\_\_\_ People dedicated to the immediate eradication of slavery

\_\_\_ First state to secede from the Union

\_\_\_ Invention by Eli Whitney increased production and decreased processing time

\_\_\_ Supreme Court decision that ruled blacks did not have the same rights as whites and slaves were considered property

\_\_\_ Battle that allowed Colorado, Utah, Nevada, California, Arizona, and New Mexico into the Union

\_\_\_ Won by Abraham Lincoln that set the stage for the Civil War

\_\_\_ Right of the people to choose, theory applied to the Kansas-Nebraska Territories

\_\_\_ Provided financial incentive for whites to capture and send blacks south to plantations

\_\_\_ Nickname given to territory after conflicts between pro-slavery and abolitionist factions

\_\_\_ Runaway slave that bought his slavery and spoke out against slavery in United States and England

\_\_\_ Defeated Abraham Lincoln in the Illinois Senate Election, but cost him the Presidential Election

\_\_\_ Maryland, Kentucky, Delaware, and Missouri that did not join the Confederacy

\_\_\_ Allowed both Maine and Missouri into the Union as states

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- A   Allowed both Maine and Missouri into the Union as states

## **Lesson 1 Webpages:**

<http://militaryhistory.about.com/od/civilwar/a/CivilWarCauses.htm>

<http://query.nytimes.com/mem/archive->

[free/pdf?\\_r=3&res=9B06E0DD1538E233A25750C0A9609C94639ED7CF&oref=slogin&oref=slogin](http://query.nytimes.com/mem/archive-free/pdf?_r=3&res=9B06E0DD1538E233A25750C0A9609C94639ED7CF&oref=slogin&oref=slogin)

<http://www.civilwarhome.com/kingcotton.htm>

<http://www.infoplease.com/ce6/history/A0833427.html>

<http://www.yale.edu/lawweb/avalon/kanneb.htm>

<http://bioguide.congress.gov/scripts/biodisplay.pl?index=C000482>

<http://www.pbs.org/wgbh/aia/part4/4p2932.html>

<http://www.whitehouse.gov/history/presidents/al16.html>

<http://memory.loc.gov/ammem/doughtml/timeline.html>

<http://library.thinkquest.org/3055/netscape/people/calhoun.html>

<http://www.civilwarhome.com/johnbrown.htm>

<http://www.civilwarhome.com/jdavisbio.htm>

<http://en.wikipedia.org/wiki/Abolitionist>

<http://www.pbs.org/wgbh/aia/part4/4p2944.html>

<http://www.pbs.org/wgbh/aia/part4/4p2952.html>

<http://www.pbs.org/wgbh/aia/part4/4p2951.html>

[http://blueandgraytrail.com/event/Lecompton\\_Constitution](http://blueandgraytrail.com/event/Lecompton_Constitution)

<http://valley.vcdh.virginia.edu/outlines/secession.html>

<http://www.mrlincolnandfreedom.org/inside.asp?ID=36&subjectID=3>

<http://www.tulane.edu/~latner/Background/BackgroundElection.html>

<http://www.stephenadouglas.org/douglas-biography.html>

[http://www.pbs.org/keramexicanwar/index\\_flash.html](http://www.pbs.org/keramexicanwar/index_flash.html)

<http://www.u-s-history.com/pages/h137.html>